

Learners apply understanding in order to make and have the opportunity to demonstrate—and, in the process, deepen—learning. Educators can use made artifacts in order to assess learning.



STRUCTURES AND SCAFFOLDS

- Approach includes opportunities for learners to make, reflect, and explain
- Educator defines short- and long-term learning goals
- Educator defines parameters and/or offers constraints
- Educator assembles and offers related resources and references
- Educator supports learners to show what they know related to specific learning goals
- Learners create projects that demonstrate understanding
- Learners make their understanding explicit (e.g., in written reflections and/or oral share-outs)

PROGRESSIONS AND SEQUENCES OF LEARNING

- Occurs later in a sequence and solidifies understanding or
- Frames an entire sequence with context for all of the learning

TOOLS AND MATERIALS OF MAKING

- Allow for a diversity of materials to promote creativity and self-expression

LOOKING FOR SIGNS OF LEARNING

- Use the made artifact as an assessment of your learners' understanding
- Incorporate the learner's thinking and reflections (e.g., in the form of an artist's statement)

FACILITATION

When you circulate around the room during an activity:

- Refocus learners toward the provided prompt
- Facilitate learners to show their understanding by supporting them with technical skills
- Remind learners of parameters or constraints

As you probe for your learners' understanding:

- Ask learners to explain their design choices in terms of the specified learning goals
- Ask learners how they will share their understanding with different audiences